

Ford Elementary

601 Lucas Avenue
Laurens, SC 29360

Grades	PK-5 Elementary School	
Enrollment	402 Students	
Principal	Susan Simpson	864-984-3986
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Charlie Short	(864) 681-3664

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	5	50	71	8

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Good	No
2005	Average	Unsatisfactory	Yes

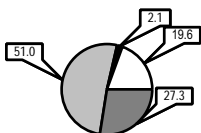
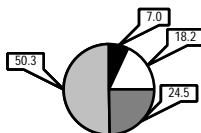
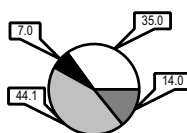
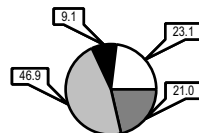
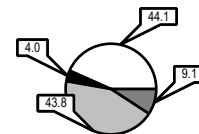
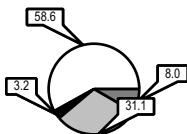
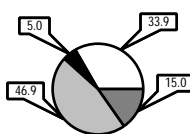
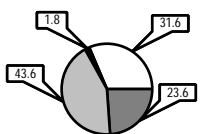
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	165	98.8	18.4	50.3	27.9	3.4	45.6	Yes	Yes
Gender									
Male	83	98.8	22.7	56.0	18.7	2.7	38.7		
Female	82	98.8	13.9	44.4	37.5	4.2	52.8		
Racial/Ethnic Group									
White	97	99.0	14.3	46.4	35.7	3.6	51.2	Yes	Yes
African American	40	97.5	25.0	55.6	13.9	5.6	41.7	I/S	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	28	100.0	22.2	55.6	22.2	0.0	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	141	98.6	15.2	52.0	30.4	2.4	48.8		
Disabled	24	100.0	36.4	40.9	13.6	9.1	27.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	165	98.8	18.4	50.3	27.9	3.4	45.6		
English Proficiency									
Limited English Proficient	23	100.0	27.3	54.5	18.2	0.0	31.8	I/S	I/S
Non-Limited English Proficient	142	98.6	16.8	49.6	29.6	4.0	48.0		
Socio-Economic Status									
Subsidized meals	131	98.5	19.3	54.4	23.7	2.6	42.1	Yes	Yes
Full-pay meals	34	100.0	15.2	36.4	42.4	6.1	57.6		

Mathematics – State Performance Objective = 36.7%									
All Students	165	100.0	18.1	50.3	23.5	8.1	49.7	Yes	Yes
Gender									
Male	83	100.0	21.1	46.1	23.7	9.2	50.0		
Female	82	100.0	15.1	54.8	23.3	6.8	49.3		
Racial/Ethnic Group									
White	97	100.0	17.6	44.7	28.2	9.4	50.6	Yes	Yes
African American	40	100.0	24.3	54.1	13.5	8.1	48.6	I/S	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	28	100.0	11.1	63.0	22.2	3.7	48.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	141	100.0	13.4	52.0	26.8	7.9	55.1		
Disabled	24	100.0	45.5	40.9	4.5	9.1	18.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	165	100.0	18.1	50.3	23.5	8.1	49.7		
English Proficiency									
Limited English Proficient	23	100.0	13.6	59.1	22.7	4.5	50.0	I/S	I/S
Non-Limited English Proficient	142	100.0	18.9	48.8	23.6	8.7	49.6		
Socio-Economic Status									
Subsidized meals	131	100.0	19.0	52.6	22.4	6.0	47.4	Yes	Yes
Full-pay meals	34	100.0	15.2	42.4	27.3	15.2	57.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	165	100.0	34.9	44.3	13.4	7.4	20.8
Gender							
Male	83	100.0	36.8	42.1	13.2	7.9	21.1
Female	82	100.0	32.9	46.6	13.7	6.8	20.5
Racial/Ethnic Group							
White	97	100.0	28.2	44.7	16.5	10.6	27.1
African American	40	100.0	45.9	35.1	13.5	5.4	18.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	28	100.0	40.7	55.6	3.7	0.0	3.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	141	100.0	29.9	46.5	15.7	7.9	23.6
Disabled	24	100.0	63.6	31.8	0.0	4.5	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	165	100.0	34.9	44.3	13.4	7.4	20.8
English Proficiency							
Limited English Proficient	23	100.0	36.4	59.1	4.5	0.0	4.5
Non-Limited English Proficient	142	100.0	34.6	41.7	15.0	8.7	23.6
Socio-Economic Status							
Subsidized meals	131	100.0	37.9	45.7	10.3	6.0	16.4
Full-pay meals	34	100.0	24.2	39.4	24.2	12.1	36.4

Social Studies							
All Students	165	100.0	26.2	45.0	20.1	8.7	28.9
Gender							
Male	83	100.0	27.6	43.4	19.7	9.2	28.9
Female	82	100.0	24.7	46.6	20.5	8.2	28.8
Racial/Ethnic Group							
White	97	100.0	22.4	43.5	21.2	12.9	34.1
African American	40	100.0	43.2	32.4	18.9	5.4	24.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	28	100.0	14.8	66.7	18.5	0.0	18.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	141	100.0	18.1	48.8	22.8	10.2	33.1
Disabled	24	100.0	72.7	22.7	4.5	0.0	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	165	100.0	26.2	45.0	20.1	8.7	28.9
English Proficiency							
Limited English Proficient	23	100.0	13.6	72.7	13.6	0.0	13.6
Non-Limited English Proficient	142	100.0	28.3	40.2	21.3	10.2	31.5
Socio-Economic Status							
Subsidized meals	131	100.0	25.0	50.0	17.2	7.8	25.0
Full-pay meals	34	100.0	30.3	27.3	30.3	12.1	42.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	58	100.0	12.5	41.1	39.3	7.1	46.4
	4	43	100.0	4.7	74.4	18.6	2.3	20.9
	5	83	96.4	26.0	53.2	19.5	1.3	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	96.8	17.0	41.5	37.7	3.8	41.5
	4	58	100.0	26.0	56.0	16.0	2.0	18.0
	5	44	100.0	10.5	60.5	28.9	0.0	28.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	58	100.0	10.7	55.4	25.0	8.9	33.9
	4	43	100.0	9.3	51.2	32.6	7.0	39.5
	5	83	97.6	21.8	59.0	11.5	7.7	19.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	100.0	10.9	60.0	23.6	5.5	29.1
	4	58	100.0	20.0	42.0	28.0	10.0	38.0
	5	44	100.0	26.3	47.4	21.1	5.3	26.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	63	100.0	14.5	52.7	20.0	12.7	32.7
	4	58	100.0	44.0	46.0	6.0	4.0	10.0
	5	44	100.0	52.6	28.9	15.8	2.6	18.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	63	100.0	9.1	43.6	29.1	18.2	47.3
	4	58	100.0	30.0	56.0	10.0	4.0	14.0
	5	44	100.0	34.2	39.5	23.7	2.6	26.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 402)				
First graders who attended full-day kindergarten	81.8%	Down from 95.2%	100.0%	100.0%
Retention rate	14.3%	Up from 11.6%	4.0%	3.0%
Attendance rate	95.5%	Up from 95.2%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.8%	Down from 3.3%	5.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.2%	Up from 1.1%	4.2%	3.2%
Eligible for gifted and talented	8.2%	Up from 5.2%	5.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Down from 9.7%	7.8%	8.2%
Older than usual for grade	9.0%	Up from 8.9%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	46.4%	Down from 48.5%	50.6%	52.6%
Continuing contract teachers	67.9%	Down from 78.8%	78.9%	83.3%
Highly qualified teachers	92.9%	Down from 96.8%	92.7%	93.5%
Teachers with emergency or provisional certificates	4.0%	Up from 0.0%	1.1%	0.0%
Teachers returning from previous year	82.3%	Up from 73.6%	83.7%	87.0%
Teacher attendance rate	96.1%	Down from 96.9%	94.9%	95.0%
Average teacher salary	\$39,846	Up 1.9%	\$40,598	\$41,703
Prof. development days/teacher	11.1 days	Down from 14.5 days	12.8 days	12.8 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 16.6 to 1	17.1 to 1	18.8 to 1
Prime instructional time	90.5%	Down from 91.0%	89.1%	89.8%
Dollars spent per pupil*	\$5,876	Down 8.2%	\$7,105	\$6,242
Percent of expenditures for teacher salaries*	64.6%	Up from 61.8%	64.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	92.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ford Elementary is a wonderful place to get an education, to work, to feel safe, and to be loved. The teachers, students, and parents of Ford Elementary are proud of its history and the significant role it plays in our community. For the second year in a row, we met 14 out of the 15 possible categories measured by the federal guidelines in "No Child Left Behind" for 2003-2004. Again, we failed to meet the attendance requirement. However, we did receive The Palmetto Silver Award for Achievement. Much emphasis has been placed on rewarding good attendance this school year and we will make our goal for 2004-2005. The efforts of our teachers and students are evidenced by improved MAP scores, improved percentages of students promoted on reading, writing and math levels, and a smaller percentage of retentions. We are excited about the addition of a math coaching position and look forward to the training assistance from the state in this area. The continuation of SCRI enhances the growth and development of all our faculty. Ford Elementary is looking forward to the challenge of making 2005-2006 its best year ever.

Susan Bagwell

Principal

Alicia Tucker

School Improvement Committee Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	37	28
Percent satisfied with learning environment	97.1%	89.2%	77.8%
Percent satisfied with social and physical environment	97.1%	78.4%	71.4%
Percent satisfied with school-home relations	76.5%	81.1%	71.4%

*Only students at the highest elementary school grade level at this school and their parents were included.